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3	Glossary
4	Foreword
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15	Detailed results by factor and place
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55	Annex: Methodology

ATE – Apprenticeships and Technical Education – Incorporating the full range of vocational pathways at different levels including Apprenticeships, Degree Apprenticeships, T Levels, Higher Technical Qualifications and other Vocational and Technical Qualifications such as BTECs.

Gatsby Benchmarks - The eight aspects of high-quality careers provision based on international evidence.

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

CA – Combined Authority, a body that enables a group of two or more councils to collaborate and act across council boundaries.

Careers & Enterprise Company (CEC) - The national body for careers education in England, supporting schools and colleges to deliver modern, 21st century careers education.

Careers education - A term used in this report to encompass all aspects of careers education - underpinned by the Gatsby Benchmark framework.

Careers Hub - Groups of schools, colleges, employers and providers within a local area working together to improve practice. Hub Leads oversee the work and target support to local priorities.

Careers Leader - A leadership role overseeing a college or school's provision. Careers Leaders implement and quality assure a careers strategy, network with employers and providers and coordinate the contributions of Careers Advisers and subject teachers.

Careers Adviser - A careers professional who provides personal guidance to students and may also have other roles in relation to the delivery of careers provision.

Compass - A digital tool used by schools and colleges to track careers provision against the Gatsby Benchmarks based on approximately 50 questions. Compass+ is an upgraded version which allows Careers Leaders to track individual interventions and cohorts.

Cornerstone Employer - Provides the employer voice and leadership within a Careers Hub and works nationally, with other cornerstones, on shared careers-related priorities.

Future Skills Questionnaire (FSQ) - A set of age-appropriate questionnaires for students asking questions about their career knowledge and skills (career readiness) and their essential skills for the workplace.

FSM - Free School Meals

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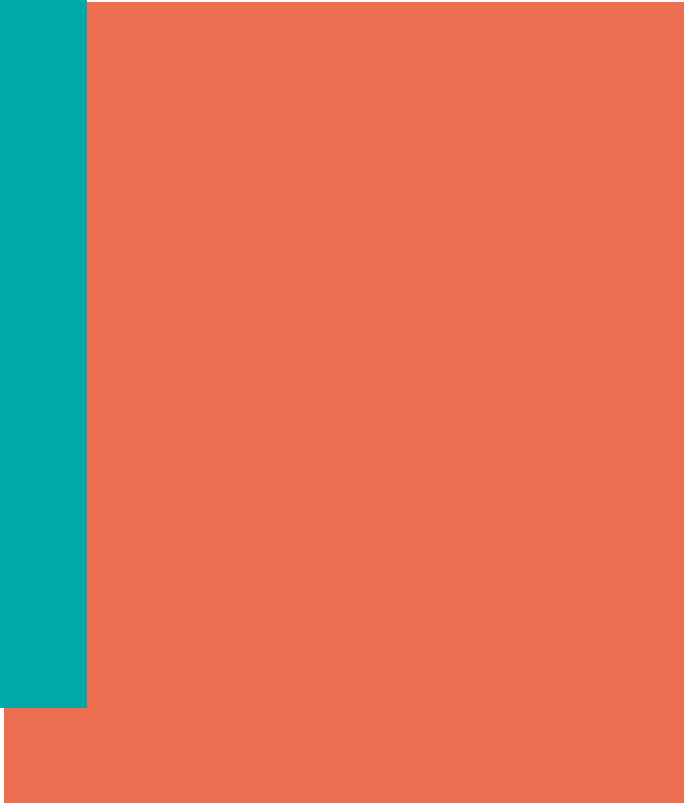
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This report and the work it is based on, and will lead to, is a collaboration between local institutions with an interest in economic growth and skills (Combined Authorities, Local Authorities and Local Enterprise Partnerships

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We put in place a three-stage process:

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* Learning Pathways Framework

As part of our strategic priorities we remain committed to boosting skills pathways and working with partners to smooth transitions for young people. In practice this means we will:

1. Deploy this ATE Transitions Framework

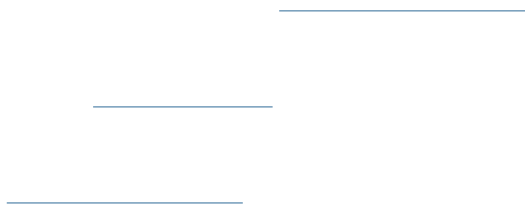
We will continue to use this framework with Careers Hubs so we can target support effectively and coherently.

We will seek to deploy the framework with sectors. For example, the Salesforce Foundation have committed to using it for a joint programme of support for digital pathways.

We will encourage all our partners to use the framework so we have a shared understanding of where best to direct efforts together.

2. Continue efforts to improve young people's awareness of ATE pathways, monitored through national Compass data and student insight from CEC's Future Skills Questionnaireⁱⁱⁱ.

3. Maintain support to schools to meet Provider Access Legislation requirements



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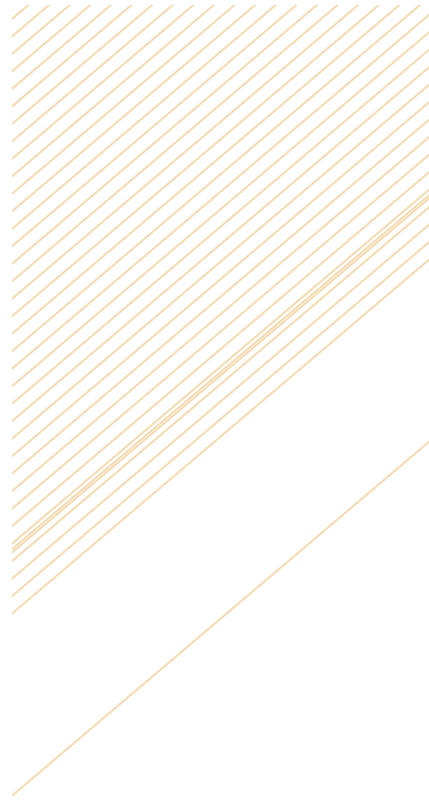
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Research by The Marches LEP highlights that while there is a high demand for apprentices locally, employers were not always connecting effectively

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Research by the York and North Yorkshire LEP supports the fact that employers are generally willing to offer apprenticeship pathways. However, these findings clarify that many employers are currently under-equipped with the resources to maximise their capacity for post-school recruitment.

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Discussions with the LEP's Cornerstone Employer network raised concerns about work experience oversaturation. It can be difficult to justify offering young people valuable workplace encounters when the necessary financial and resource expenditure offers no guaranteed return on recruitment.

There are also general apprehensions regarding the work readiness of school leavers, with employers reluctant to add excessive pressure to young people. Despite this, the demand for replacing an ageing workforce is increasing. Urgently recruiting and training apprentices will mean the knowledge of experienced staff can be shared with the next generation.

The ATE Transitions Framework helped us identify these issues and develop a plan to overcome the barriers.

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A partnership-based approach is crucial to foster a community of collaboration between all stakeholders. Most recruiters are faced by similar challenges, so facilitating cross-industry conversations between employers of all sizes will create a culture of shared best practice. Identifying flagship employers to share their successes with others will also set a regional standard.

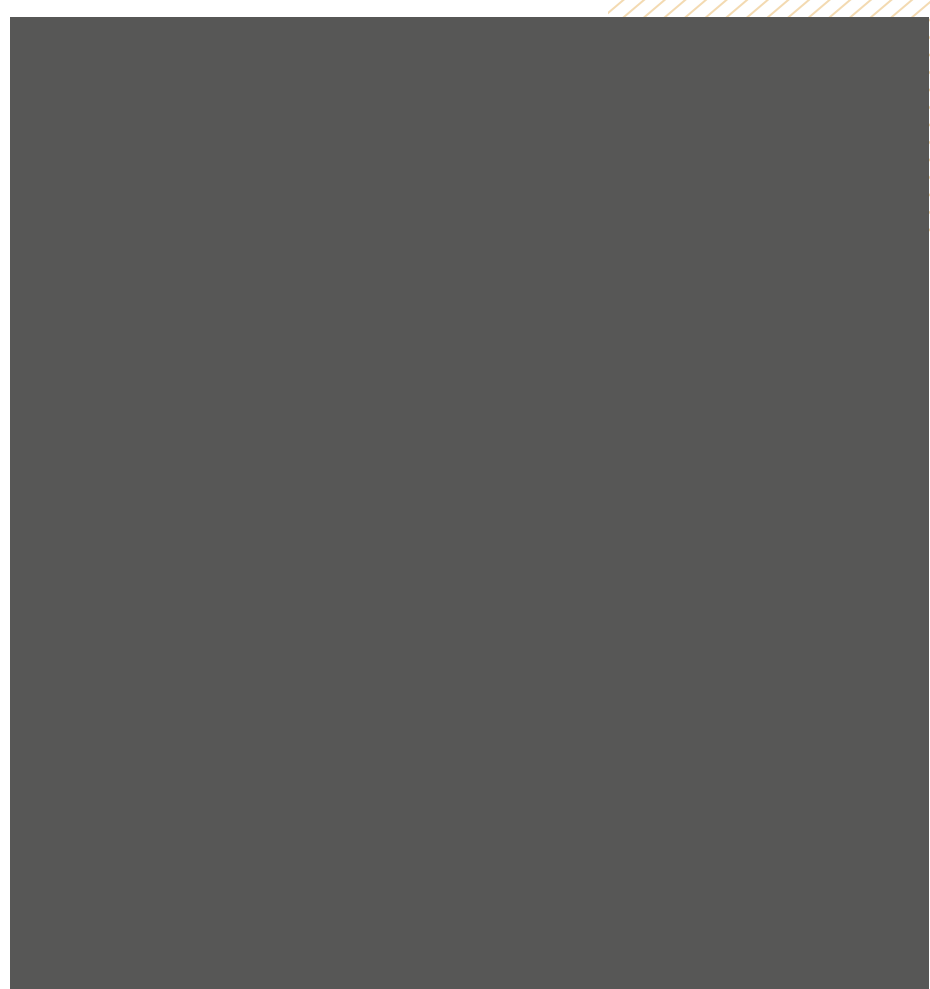
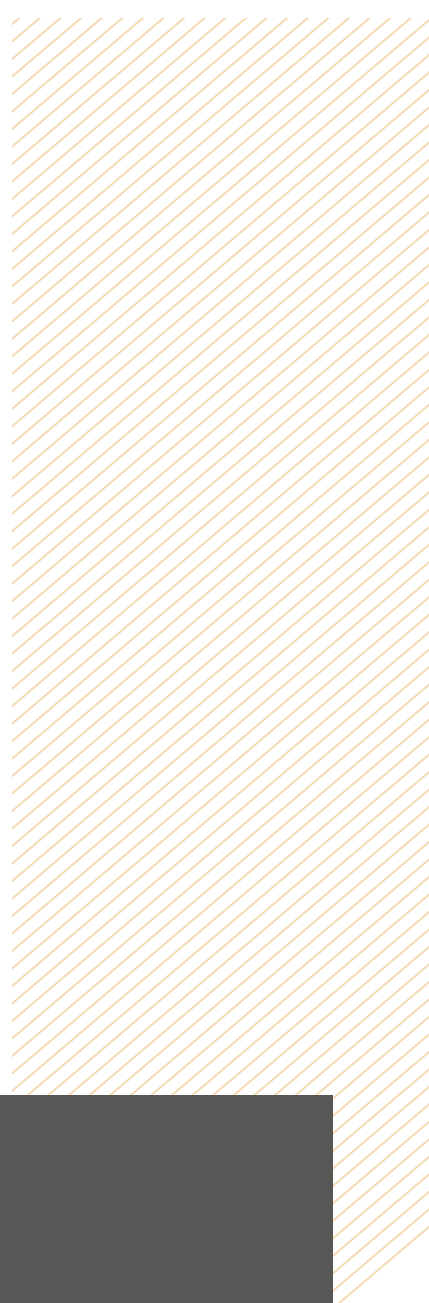
The apprenticeship recruitment process can be streamlined by encouraging businesses to align their hiring with the end of the school year. Closer communication between employers and educators will help them to consider productive and sustainable ways to deliver meaningful experiences of the workplace – creating more work-ready school leavers in the process.

Equipping training providers with a communication toolkit can support them in optimising their school engagement. Simplifying the outreach process for employers in this way will help to achieve a quality dialogue when creating

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Research by the Birmingham Careers Hub established that young people have good foundational knowledge about apprenticeships, with plenty of businesses offering relevant opportunities. Equipping young people to confidently navigate their options will help them to make ambitious and informed choices for their futures.

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Birmingham has a rich pool of provision that employers and educators sometimes don't effectively communicate how to access. Feedback indicated that some teachers in local schools had low awareness of apprenticeship application processes like assessment centres. A broader understanding of the processes surrounding accessing ATE pathways is needed to support learners to connect with local opportunities.

In terms of socio-economic accessibility, families on welfare support may be reluctant to encourage apprenticeships due to the impact it has on household means-testing.

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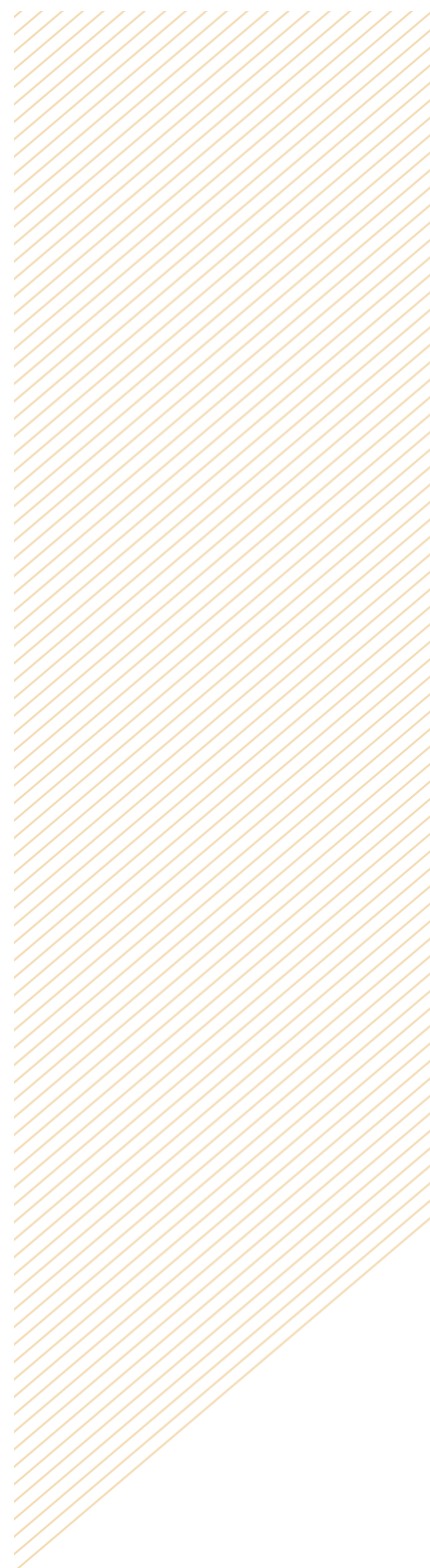
The Birmingham Careers Hub is in the process of rolling out an Access to Apprenticeship pilot, in which year 12 pupils from deprived communities will receive intensive employability and application support from flagship employers.

The Hub is also inviting training providers from four different sectors to contribute to a series of live sessions surrounding the Provider Access Legislation. Offering both in-person and virtual events will make information broadly accessible – the stakeholders can work towards meeting the demand for new roles. The Hub is also working with employers to create new roles for young people.

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- This was identified as the second largest barrier on average. A complex interplay of elements were highlighted which included:
- Timing - "Apprenticeships start dates often don't align



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There's been a disparity between labour shortages and apprent ceship uptake since the pandemic. To improve conversion rates, The Lancashire Skills Hub is aiming to support schools and colleges in developing the technically-skilled individuals that businesses need today.

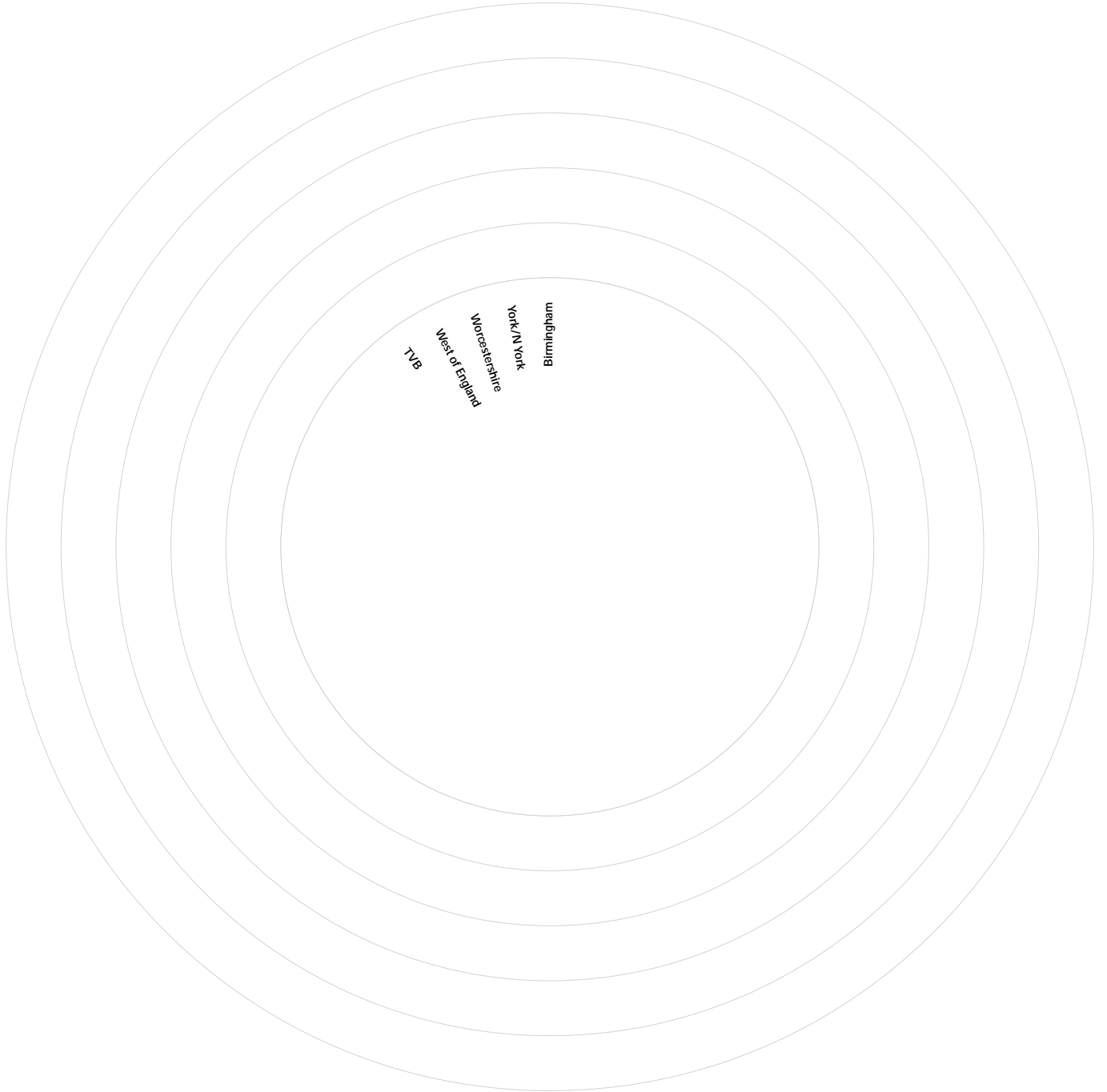
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A strong regional legacy of apprent ceships in Lancashire means awareness is high, with plenty of informat on available regarding technical pathways on the whole. The Skills Hub is conf dent that young people are interested in pursuing technical careers, but external factors like family f nances and transport accessibility present obstacles.

Technical and vocat onal pathways need to be more visible and understandable in order for opportunit es to be converted into placements. To improve work-readiness, employability skills need to be strengthened. Parental awareness of apprent ceships need to be increased. And overcomplicated applicat on processes for apprent ceships are a deterrent for

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Research states that, by the age of seven, young people can start to adopt limiting career stereotypes based on gender, ethnicity and social background. By age nine, they can start to abandon their biggest ambitions. For the D2N2 Careers Hub, placing apprenticeship promotion at the centre of the skills ecosystem is a crucial way to minimise missed opportunities.

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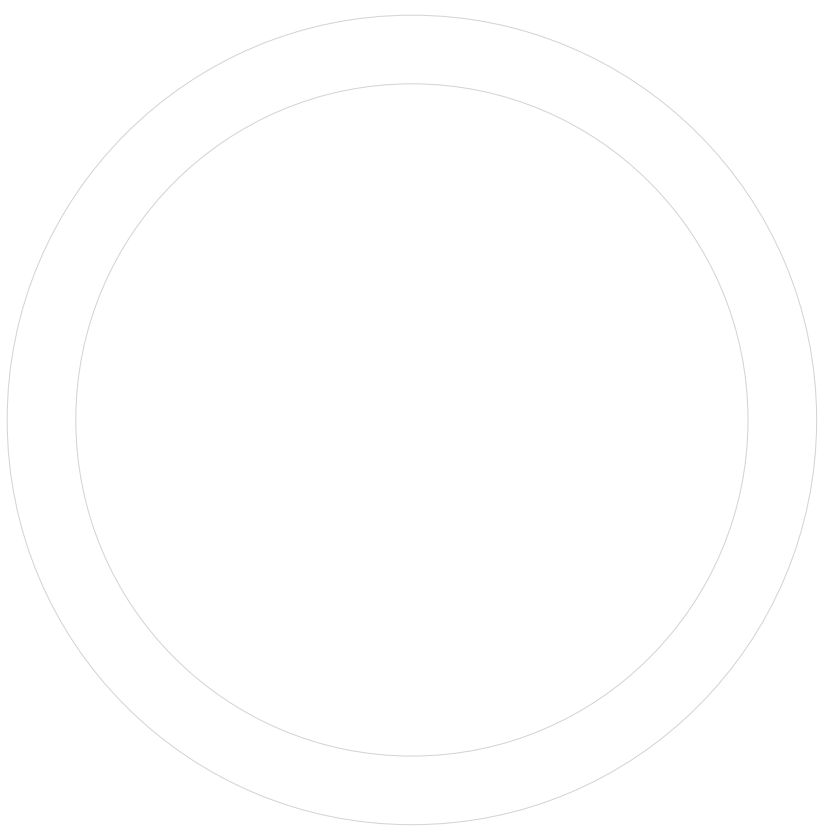
The Provider Access Legislation has amplified a national responsibility for promoting technical education options. However, uncertainty following the pandemic has resulted in traditional career paths seeming like a safer option. Similarly, an apprenticeship's assurance of eventual pay rises is harder to consider as immediately advantageous when there is pressure on day-to-day expenses.

Employers don't always understand how to approach their apprenticeship levy, and sometimes don't realise the outcomes they could achieve by upskilling new and existing staff. Statistics on apprenticeship fulfilment rates are also partly affected by employers misperceiving the added value of completing endpoint assessments.

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For Solent LEP, the messaging from schools and colleges regarding career progression can be traditionally university-centric, which can suppress aspirations for alternative pathways. Improving enthusiasm among young people by demonstrating the merits of technical routes and occupations will increase the likelihood of apprenticeships being pursued.

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As an example, we found in the Solent area that there are 67 possible educational journeys that overlap with the aerospace and engineering industries alone, showing the variety of progressive routes in technical job markets. Many employers have well-developed apprenticeship programmes and alumni networks that serve as evidence of the exciting transferability of these pathways.

Young people can be reassured by the fact that apprenticeships are a low-cost pursuit. Unlike traditional degrees, technical qualifications don't usually result in debt – and you can earn while you learn. We need to ensure apprenticeships are seen as on a par with and as an equal alternative to academic routes.

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Meaningful workplace encounters within the local community are inspirational for young people, but it's helpful to limit the work needed to be done by schools and employers when planning these events. The Solent LEP organise work events for employers and young people in the area. LE

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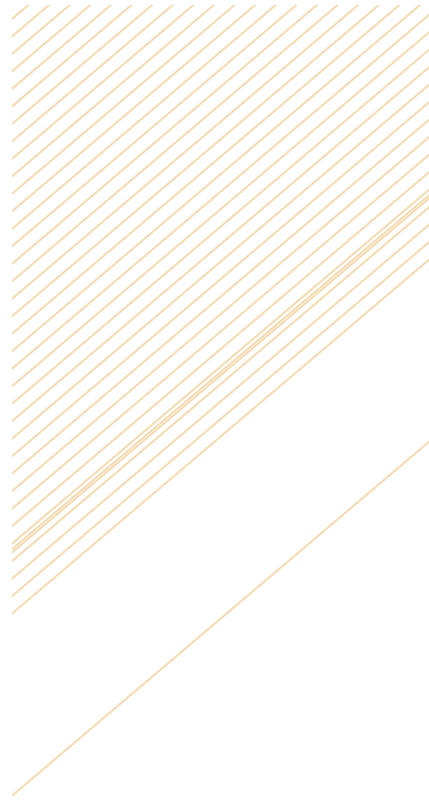


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- "Higher awareness than ever of ATE pathways, however learners are not equipped to proceed through application process alone" - SEMLEP.

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There's a general feeling across the New Anglia LEP that there's no longer a reductive cultural view of young people pursuing technical pathways. Moving forwards, educators and employers need to help learners recognise the variety of pathways available in each sector. Building a shared understanding of apprenticeships and technical routes will make further progress possible.

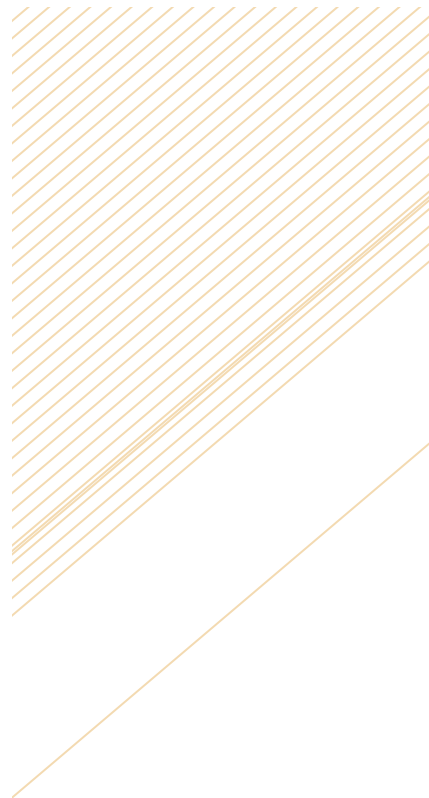
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Learners, employers, parents and educators all have varying needs and expectations. Without frequent and meaningful engagement, it's hard for each stakeholder to fully empathise with the experiences of others – preventing optimal collaboration. It can also be difficult to find ways to accurately measure levels of understanding.

The ATE Transitions Framework process helped bring together a shared understanding and action plan. The New Anglia LEP is confident in the strength of its Cornerstone Employer group. Although initial conversations

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Success is not every young person taking an apprenticeship or technical education pathway. It is making sure that every young person is not prevented from taking these routes if they might want to.

It is not about every supportive actor - be they local government, careers education provider or parent - removing all the barriers. It is about making sure that their energy, expertise and resources are used effectively when they engage and pointed at the most significant limiting barriers where they can have the greatest impact.

Each of the Careers Hubs this year will work to mitigate or remove a barrier identified through this process (indicative breakdown by factor in fig.6 below). We will then measure and report on the effectiveness of that effort against the same data points used to inform the diagnosis.

Some aspects can be tackled and led by Careers Hubs and those they will lead. Some common national careers education challenges have been challenged

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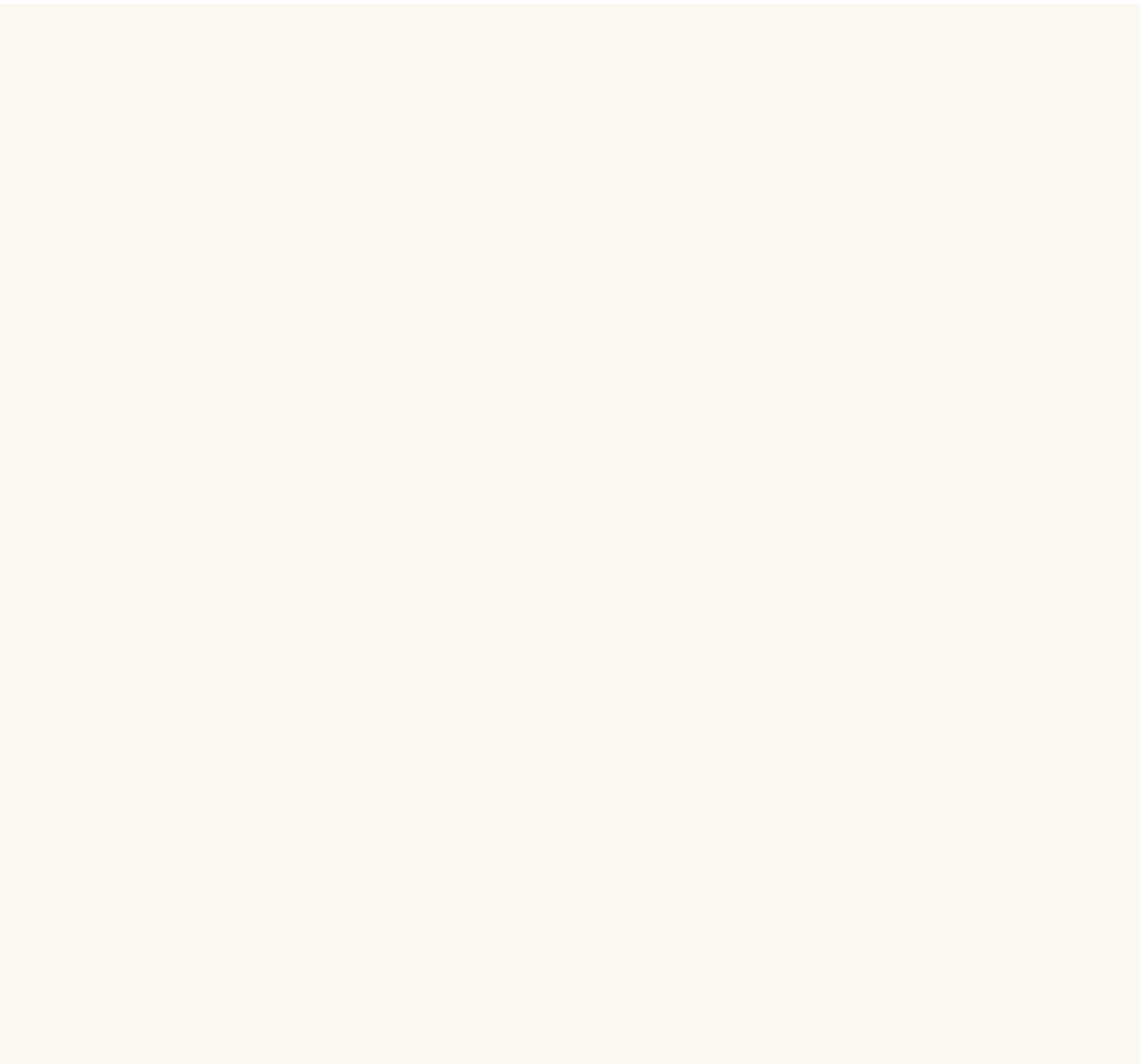
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Partnership remains vital – where expert se or potent al support exists in tackling an
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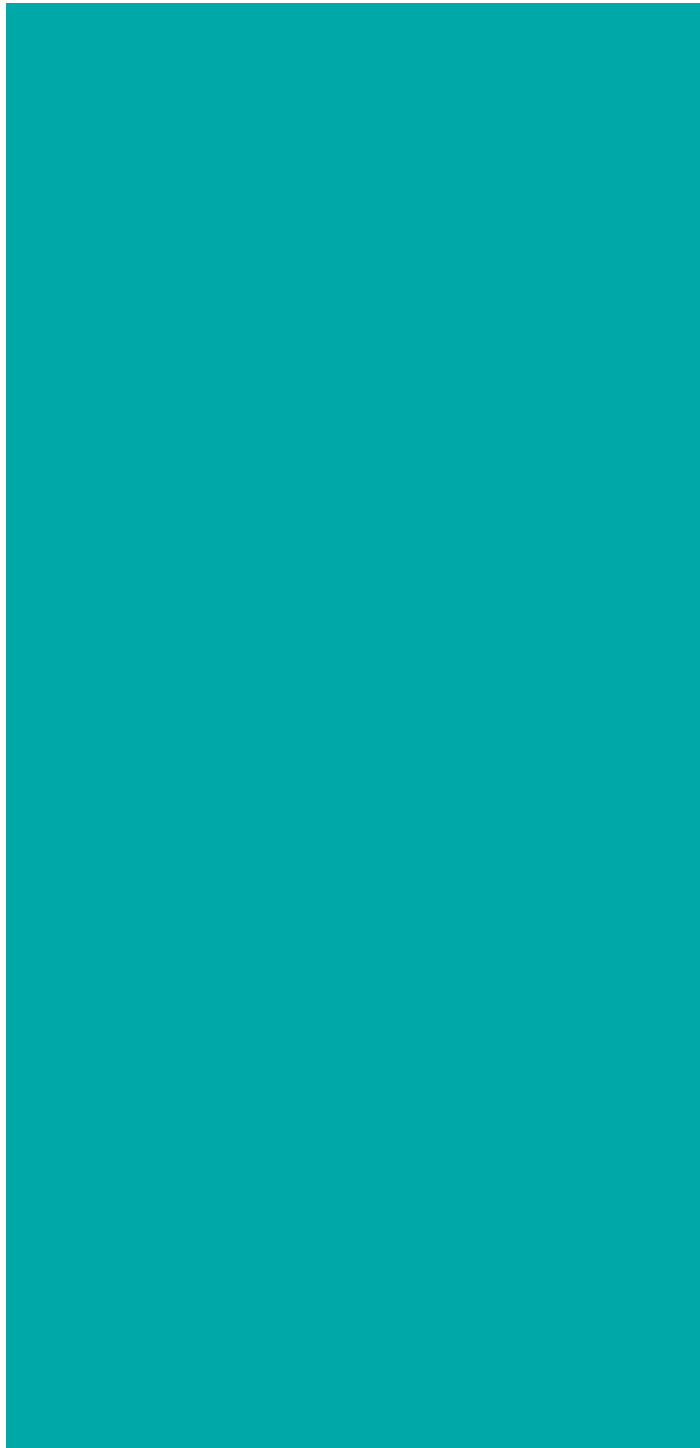
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In consultation with a range of partners and experts and informed by a range of

Transit on

Promotion of
ATE options

Compass

- For what % of schools have 76-100% of learners had meaningful encounters with Independent Training Providers?
- What % of school learners had meaningful encounters with Further Education Colleges?
- What % of schools report all learners in Year 8/9 have had at least two meaningful encounters with providers of apprenticeships and technical education during KS3 phase that meet the requirements of PAL?
- What % of schools report all learners in Year 10/11 have had at least two meaningful encounters with providers of apprenticeships and technical education during KS4 phase that meet the requirements of PAL?
- What % of schools report all learners in Year 12/13 have had at least two meaningful encounters with providers of apprenticeships and technical education during KS5 phase that meet the requirements of PAL?

Enthusiasm
for
occupations
with
opportunities

Future Skills
Questionnaire,
Local Skills
Dashboard

- Which industries do learners at KS4 report the most interest in working in in the future?
- Which industries have the highest % of vacancies?

-
- What % of learners in KF es

Learner

Understanding
of ATE routes

Future Skills
Questionnaire

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A note on scoring

The scores are not - and should not be interpreted as - absolute measures of performance. What they are is relative statements of priority and interpretation informed by evidence, discussion and compromise. One hub that scores a factor as a 1 - may in fact outperform on some of the measures of one which scores higher. The purpose of scoring is to provide a mechanism to make a value judgement about the extent to which factors are agreed to be barriers or supports in a place relative to each other and create a clear roadmap to prioritising activity through a common consensus.

However - the indicators used to inform the discussion will become the target goals of the intervention. In other words, the mechanism of diagnosis will become the mechanism of measurement. To take an example if a hub has identified promotion of ATE options as the area of focus for their project - then the indicators (PAL and BM7) will be how impact is assessed.

Despite the guidance provided and because of the flexibility and local ownership of the scoring there will be a natural variation in scoring. It is important to bear this in mind when comparing Careers Hubs with each other.

When we run this exercise again in the summer of 2024, we would expect to see the underlying data and therefore the scores improve for the areas of focus. The extent to which that has happened will also help us understand what approaches are most effective in which places.

When I started school I had a keen interest in cars and thought I might want a job working with them in some way.

When I started school I had a keen interest in cars and thought I might want a job working with them in some way.

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